

## Annexe 1B

CIVED FRAMING QUESTIONS: in Baldi et al., (2001) in the *U.S Results From the International IEA Civic Education Study*, NCES 2001-096, Appendix A, pp 103-106.

The following 18 framing questions formed the central part of Phase I of CivEd. Countries were asked to answer these questions to help define the universe of domains considered relevant to the study.

1. *What are young people expected or likely to have learnt by age 14 or 15 from study of the nation's history or literature (or the arts) as a guide to understanding their country, their government, and the rights and obligations of citizenship?*

What are the texts, role models, historical events, and ideas that are widely believed to be an important orienting force for all citizens to know about – for example, constitutional principles; national liberators; decisive wars, revolutions or uprisings; national traumas or periods of oppression. Who are the heroes and role models thought to be worthy of national pride, and how are they presented to students?

2. *What are young people expected or likely to have acquired as a sense of national identity or national loyalty by age 14 or 15?*

To what degree is loyalty or sense of belonging to the nation, to its various communities, and to its traditions and institutions thought to be important to develop among young people? What attitudes are students expected to develop toward the institutions of government, authorities, and office holders? How much and what kinds of criticism of or skepticism about monarchs or national leaders are thought to be appropriate? What, if any, symbols (such as the national flag) are thought particularly important for students to respect?

3. *What are 14 or 15 year olds expected or likely to have learned about relations between their country and other countries?*

Which countries or groups of countries do they learn about as past, present, or future threats, and what is the nature of these threats? Which countries are allies? What are young people likely to learn about the nature and appropriateness of the role their country has played and continues to play in global and regional spheres of influence? What supranational structures or international organizations are thought to be important enough to have a place in the young person's awareness or loyalty? How important is it in this country to speak of young people acquiring "a global perspective," or an "international outlook," and how are those terms interpreted?

4. *What are young people likely to have learned by age 14 or 15 about the role of the military and the police as guardians of the nation's security?*

Is military service mandatory (for both genders)? Is it viewed as a normal and important part of preparation for adulthood and citizenship? Under what conditions is the young person expected to or likely to learn to be compliant and not to question these authorities (trusting in fair treatment), as opposed to learning ways to deal with perceived misuse of power by the military or police? Are there likely differences in the ways in which individuals of different social classes or ethnic groups view these authorities?

5. *What are young people expected or likely to have learnt by age 14 or 15 about those belonging to "minority groups" or other groups that see themselves as disadvantaged or disenfranchised (as defined by ethnicity, race, immigrant status, or other characteristics) in relation to the rights and obligations of citizenship?*

What groups, if any, are viewed as most subject to discrimination? What can be said about the social identities advocated for young people from minority groups, on a continuum ranging from assimilation to pluralism? How are instances of past discrimination or oppression to be dealt with? Are attitudes and behaviours of respect and tolerance toward some or all of these groups encouraged explicitly or implicitly, and how?

6. *What are young people in their role as citizens expected or likely to have acquired with regard to the understanding of religion or the acquisition of religious-based values by age 14 or 15?*

What is expected from young people from families who do not share the dominant religion(s) or moral beliefs? Is the treatment of religious minorities or nonbelievers an issue in citizenship education?

7. *What are young people expected or likely to have learned concerning the use of a particular official language or languages within the nation by age 14 or 15?*

Are young people expected to respect the use of languages other than the national language(s)? What are they expected to learn about whether and when individuals should be able to use other languages in public settings (including school and businesses) and in private settings such as the home?

8. *What are young people by age 14 or 15 expected or likely to have learned about whether the rights and obligations of citizenship differ (in law or in fact) according to gender?*

Are young people taught that men and women have different rights and responsibilities of citizenship? If differences exist between men and women in the society in actual levels of political participation or if there are very few women in positions of national leadership, are these matters discussed as problems or issues with young people, or are they largely ignored?

9. *What are young people of age 14 or 15 expected or likely to have learned about the rights of the family relative to the State?*

To what extent is the young person to be taught that the rights of the family supersede those of the State and to what extent is he/she taught that they are subordinate?

10. *To what extent are young people expected or likely to have learned by age 14 or 15 that economic principles (such as free market principles vs. state intervention and control over the provision of goods and services) are connected with government or political issues?*

Are young people to be taught that it is the State's responsibility to give protection from such threats as unemployment, illness, homelessness, or hunger, or are they to be taught that these are private matters, which are not the responsibility of the State? If youth unemployment is high, is this dealt with as a political issue in school?

11. *If "democracy" is a central concept, what does it mean within the national context and what are young people expected or likely to learn about it by age 14 or 15?*

Is the concept presented primarily in an idealized form? Is the practice of the democratic values included every day in the school or community (e.g., the right to appeal decisions thought to be unjust, or to participate in decision making in schools or classrooms)? With what alternatives (e.g., totalitarianism, authoritarianism) is this conception of democracy contrasted? Are young people expected or likely to learn mainly about one particular conception of democracy (e.g., about representative democracy with its emphasis on leaders chosen through contested elections; or about more participatory or direct forms of democracy; or about substantive views of democracy in which economic and social equality are argued to be of great importance)?

12. *If "human rights" are a central concept, how are they defined and what do they mean, and what are young people expected to have learned about them by age 14 or 15?*

Are they defined primarily in a national context (with references to rights guaranteed by the State) or an international context (with reference to documents such as the Universal Declaration of Human Rights)? Are distinctions made between civil/political rights and social/economic/cultural rights? Is there attention to children's rights?

13. *What are young people expected or likely to have learned about law and the rule of law, the constitution (written or unwritten), the courts, the national/regional legislature, elections, and other institutions of government by age 14 or 15?*

What sort of understanding of these matters are young people expected to achieve - one that is largely limited to the memorization of facts about the structure and processes of government or one that is analytical in addressing questions of how well these structures and processes operate? Are issues such as the relations between different parts of the government, including separation of powers, important? What civic responsibilities are stressed – for example, obeying the law, paying taxes?

14. *What sorts of political communication and active political participation are encouraged or likely for those aged 14 or 15 and what sorts are discouraged or unlikely?*

Are there certain topics or opinions that students are discouraged from discussing in their classes? To what extent are young people expected to know about and participate in election campaigns and political parties? Are they encouraged, allowed, or not allowed to discuss in school the disagreements that exist between candidates or parties? Are they expected to learn to compare positions on political issues? How are they to be prepared to vote in an informed way when they are of an age to do so? Are young people expected or likely to believe that the government is responsive to citizens' expressions of political views and to feel confident or efficacious about their ability to make their opinions heard?

15. *What are young people of age 14 or 15 expected or likely to know and believe about dissent or protest as a way of changing government policy?*

Are they expected to learn that conflict between groups about issues is normal, exceptional or deviant? Are students allowed to express dissent openly in the classroom? More broadly, what kinds of dissent or criticism of the government are to be encouraged and what kinds are to go ignored or suppressed? For example, what is taught about participation in political protests of different types?

16. *What are young people of age 14 or 15 expected or likely to believe about the mass media as sources of information about politics and government?*

Is more emphasis put on the media as reliable and to be trusted, or are the media more likely to be thought of as biased and unreliable? To which media sources are students encouraged to pay attention, and to which are they likely to attend? What are young people likely to learn about freedom of expression and the conditions (if any) under which it can be restricted, and who can invoke such censorship?

17. *What are young people of age 14 or 15 expected or likely to know and believe about the source and nature of specific local problems, especially those existing in their own communities?*

Is there special concern about environmental problems, problems relating to poverty, or problems of violence and disregard for laws (for example)? Does the school provide for or encourage the involvement of students in community action or service to ameliorate such problems in their local community? Are young people likely to be optimistic or pessimistic about their ability to contribute to solving these problems? Are they encouraged to think about these problems in a broader context (e.g., the global nature of environmental problems or the national economic structure as it relates to poverty), or is that level of analysis ignored or discouraged?

18. *What are young people of age 14 or 15 expected or likely to have learned about the role and influence of extra-governmental groups in governmental and political processes?*

For example, what is to be learned about the role of organized interest groups? To what extent are young people expected or likely to believe that elites in the nation (e.g., people with great wealth or high levels of education) possess or deserve special influence or power? Are business organizations, professional organizations, or trade unions thought to possess or deserve special influence or power? What other nongovernmental organizations are young people likely to believe to be important or powerful? Are there social groups that are widely recognized as lacking in power or as disenfranchised?